

Reviewer

CP#

8152

Please enter your Legal Entity number:

LE

1233

Please enter your School Code

SC

588

Are all profile components present?

☒ Yes

☐ No

Academic Performance - Indian Education for All and American Indian Achievement:

☐ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts

☐ Satisfactory answer

☐ Response does not address the question

☒ Answer is too general / Please be more specific or expand upon your answer

☐ Answer does not address Indian Education for All

☐ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

Efficiency - Are all components present?

☒ Yes

☐ No

Efficiency - Indian Education for All and American Indian Achievement:

☐ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts

☐ Satisfactory answer

☐ Response does not address the question

☐ Answer is too general / Please be more specific or expand upon your answer

☒ Answer does not address Indian Education for All

☐ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

Learning Environment - Are all components present?

- ☒ Yes
- ☐ No

Learning Environment - Indian Education for All and American Indian Achievement:

- ☐ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts
- ☐ Satisfactory answer
- ☐ Response does not address the question
- ☐ Answer is too general / Please be more specific or expand upon your answer
- ☒ Answer does not address Indian Education for All
- ☐ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

Mathematics - Are all components present?

- ☒ Yes
- ☐ No

Mathematics - Goals:

- ☐ Goal(s) address specific math standard(s): Number Sense and Operation, Data Analysis, Geometric Reasoning, Algebraic and Functional Reasoning.
- ☐ Goals are data driven.
- ☒ Goal(s) is too general (doesn't include number of students or to what level of improvement).
- ☐ Mathematic goal lacks specificity, what grade levels are targeted
- ☐ Mathematics goal is not measurable as stated

Mathematics - Measurable Objectives:

- ☒ Measurable objective clearly articulates the relationship to school/district goals.
- ☐ Measurable objective contains necessary components for all levels of system (students, teachers, leaders).
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☒ Multiple tools are listed to gather data for measurable objectives.

Mathematics - Identified Strategies:

- ☒ Strategies are clear and focused.
- ☐ Rational is given for choice of strategies.
- ☐ Specific and research-based strategies stated.
- ☐ Strategies are measurable.
- ☐ Method, materials, and timeframe for implementing strategies are indicated.
- ☐ Strategies are based on realistic expectations.
- ☐ Mathematics identified strategies are unclear and/or lacks specificity.
- ☐ Mathematics identified strategies do not support stated goal.

Mathematics - Professional Development:

- ☐ Ongoing and sustainable professional development is evident.
- ☐ Needs assessment drives professional development.
- ☐ Follow-up plan is included for continued professional development throughout the year.
- ☒ Topics or content of professional development matches goal and strategies.
- ☐ Commitment to plan and its components is evident.
- ☐ The implementation of new resources (math program, curriculum, and/or textbook/materials) is supported by professional development for the impacted staff throughout the year.
- ☐ Evaluation of the student data is used to assess the impact of professional development.
- ☐ Mathematics professional development goal is unclear and/or lacks specificity.
- ☐ Mathematics professional development goal does not support stated goal.

Reading - Are all components present?

- ☒ Yes
- ☐ No

Reading - Goals:

- ☐ Reading goal based on CRT data.
- ☐ Reading goal is unrealistic for a school year.
- ☒ Reading goal lacks specificity, what grade levels are targeted?
- ☐ Reading goal is not measurable as stated.

Reading - Measurable Objectives:

- ☐ Measurable objective not included in the plan.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☒ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.

Reading - Identified Strategies:

- ☐ Identified strategies are focused on standards based instruction and resources.
- ☒ Identified strategies to reach reading goal are focused and clear.
- ☐ Identified strategies to reach reading goal are not based on data.
- ☐ Identified strategies are generalized.
- ☐ Identified strategies (or Professional development) to reach reading goal lack specific connection to student achievement in reading.
- ☐ Identified strategies support reading goal.
- ☐ Consider multiple sources of measurement to collect reading achievement data.

Curriculum Development - Are all components present?

- ☒ Yes
- ☐ No

Curriculum Development: (District)

- ☒ Curriculum development goal is measurable.
- ☐ Curriculum development goal is not measurable.
- ☐ Curriculum development goal based on consortium revision cycle.
- ☐ Measurable objective not included in the report.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☒ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ The communication arts standards were revised in 2010, consider that in curriculum review.

Other #1 - Are all components present?

- ☐ Yes
- ☒ No

What other components are missing?

n/a

Other #2 - Are all components present?

- ☐ Yes
- ☒ No

What other components are missing?

n/a

General Feedback:

several graphs included

Do you want to complete the additional Title I questions?

☐ Yes

☒ No